INTERPRETER SERVICES CONSULTANT

Work in this class involves coordinating interpreter services for the deaf program in regional resource centers throughout the state.  Employees provide communication access (interpreting and interpreter coordination) for staff as well as develop local interpreter training and skills development.  Position serves as Division representative in local and State Registry of Interpreters for the Deaf (RID) chapters. Employees coordinate training, advocacy and referral services for client populations by consulting with interpreters, service providers, schools, and community members.  Employees assist families and individuals where one or more family member is deaf or hard of hearing to ensure that appropriate services are offered and received.  Work involves the design and delivery of training programs for interpreters on such topics as the Americans with Disabilities Act, small business set-up and procedures, contracts and negotiations, new technological advances, and interpreter coordination. Work also involves public outreach and awareness to assist private practitioners in understanding their obligations under the ADA, to assist schools and universities with interpreter training programs, and serving as a resource in the regional area of the state.  Employees provide guidance and consultation with local DHHS offices regarding policy development and implementation.  Work also involves monitoring and evaluation of area programs in order to develop new policies or programs, develop specific training programs and to assess the success of developed programs and services.

I.      DIFFICULTY OF WORK:

Complexity - In a regional area, employees are responsible for the coordination of programs and services offered to the deaf community to include interpreter services, program development, and program evaluation.  Employees must use judgment to assess the needs of the region and develop services accordingly.  Work involves the arrangement of services between client and service providers, and negotiations with businesses and organizations to develop financial resources for interpreter services.  Employees must work closely with community groups to develop services within the community to enhance the involvement of the deaf population in all phases of community participation.

Guidelines - Employees are bound by the Code of Ethics of the National Registry of Interpreters for the Deaf. Employees must adhere to the Americans with Disabilities Act.  Employees utilize policies, procedures and directives established by the Division of Services for the Deaf and the Hard of Hearing. Situations related to program direction are discussed with area management.

II.     RESPONSIBILITY:

Accountability - Employees function independently in coordinating and implementing programs and services. Employees develop programs and services for community service providers.

Consequence of Action - Employees assure that timely quality services are provided to deaf clients and businesses/organizations involved with the deaf population. Failure to assure the provision of these services could result in adverse treatment to deaf clients or the deaf community.  In addition, misinterpretation of messages received or given may send inaccurate perceptions of the state agency/department which could result in breakdown, misunderstanding, confusion and disruption of regional services.

Review - Employees plan their own schedule on a short and long-term basis. Progress and/or problems with work are communicated through conferences with supervisor and reports on a regular basis.

III.     <u>INTERPERSONAL COMMUNICATIONS</u>:

<u>Subject Matter</u> - Employees in a regional setting work with clients who have a wide variety of educational and socio-economic backgrounds which require varying methods of sign communication. In addition to providing direct interpreter services, work may involve negotiating with interpreters and/or businesses regarding programs, services or reimbursement procedures. Employees represent the Division and must be knowledgeable of laws, programs and services related to the deaf populations, as well as have a working knowledge of assistive devices such as TTYs or signaling equipment.

IV.     <u>WORK ENVIRONMENT</u>:

<u>Nature of Working Conditions</u> - Employees may work in a variety of settings such as regional offices, schools for the deaf and other community settings.

<u>Nature and Potential of Personal Hazards</u> - Employees are rarely exposed to any harmful elements.

V.     <u>RECRUITMENT STANDARDS</u>:

<u>Knowledge, Skills, and Abilities</u> - Skill in interpreting/transliterating receptively and expressively, using either a Manual Code for English or American Sign Language based on the preferred communication mode of the deaf, hard of hearing, or deaf-blind individual. Skill in language mediation, and possession of long and short-term memory skills.  Knowledge of the ethics of interpreting.  Knowledge of the characteristics of deafness and unique communication and learning challenges of individuals who are deaf.  Knowledge of community agencies which provide essential human services to the deaf community.  Ability to assess communication skill level of client and exercise judgment in determining service to be rendered.  Ability to establish rapport with deaf populations, community, business officials and faculty.  Ability to organize, train and evaluate work of others.

<u>Minimum Training and Experience</u> – An associate degree in an interpreter training program and two (2) years of professional interpreting experience; or high school and four (4) years of professional interpreting experience; or an equivalent combination of training and experience.

<u>Necessary Special Qualification</u> – If applicable as defined by GS 90D, meet the requirements for licensure as determined by the North Carolina Interpreter and Transliterator Licensing Board.

<u>Special Note</u> – This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA.  Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.